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ABSTRACT

A survey of 495 school media specialists in five Southeastern states attempted to discern which courses in their professional education best prepared them to manage school media programs. Results listed the most highly regarded courses for both the elementary and the secondary specialists. In addition, the subjects rated the importance of various media specialist functions, and "selecting and evaluating resources" received the highest rating. The opinions of the specialists reflected a pragmatic orientation and were influenced by the credentialing criteria of their respective states. This document discusses the research methodology that was employed, outlines the results, and makes recommendations for future media specialist education. (EMH)

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PERCEPTIONS OF SCHOOL MEDIA SPECIALISTS TOWARD A PROFESSIONAL CURRICULUM OF INSTRUCTION

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ABSTRACT

This report presents a study conducted in the Spring, 1975. The subjects for the survey were practicing elementary and secondary level school media specialists (SMSs) employed in school districts throughout the southeastern United States.

The purpose of the study was to elicit the judgments of SMSs, via written questionnaires, to determine what media-education courses SMSs believed to be most helpful for providing those skills and competencies necessary for SMSs to manage and maintain their school media programs, activities and services.

The report presents a description of the procedures used throughout the study. Comparative data is presented for analyzing SMSs' perceptions within a state and between and among states.

Twenty-one selected media-related courses (items) were used on the questionnaire for eliciting SMSs' judgments. The five courses that received the largest number of scorings were: 1) Audiovisual Media; 2) Preparation of Instructional Materials; 3) Literature for Children; 4) Folklore and Storytelling; and 5) Administration of Media Programs.

Both elementary and secondary SMSs perceived these 5 course items as "most important". However, secondary division SMSs scored an additional 6 courses as "most important".

Five major categories of functioning for SMSs were selected and described. The results of the study indicated SMSs scored selecting and evaluating resources category highest. Planning and implementing instruction category received the lowest number of scores.

ABSTRACT (Continued)

Major themes are suggested under which planners and decision-makers of graduate level media-education programs and persons responsible for staff development sessions might address their attentions.

The major conclusions presented are:

1. There seems to be a relation existing between how SMSs judge the relative importance of course items as compared to certification criteria as outlined by respective state departments of education , divisions of certification.
2. School media specialists appear to be literal-oriented for they rated the pragmatic and practicial course items higher than those items that have a more theoretical and conjectural basis.

Introduction

During the past decade, a new professional role has emerged within the pedagogical ranks in this nation's schools: the role of the school media specialist (SMS). This hybird term and its resulting functions has posited more questions than the problems it was presumed to solve. Some of the questions that have been directed at this speciality are:

* What are the perceptions held by practicing SMSs as to the relative importance of courses offered by graduate level media-education programs?
* Do the certifications requirements of individual states directly affect the SMSs' perceptions of course preferences.
* In terms of course content, what are the judgments of SMSs as they equate theory with practice?
* What competencies and skills do SMSs perceive as most functional and appropriate?
* What are the distinguishing characteristics or features that should be considered in planning and developing future graduate level media-education curricula?

In an attempt to investigate these questions, the investigators conducted a survey on SMSs employed in selected school districts throughout 5 southeastern United States (Alabama, Florida, Georgia, Mississippi, and Tennessee).

Purpose of the study

The survey was conducted during the Spring, 1975. An effort was made to elicit the judgments of school media

specialists as to what they perceive as appropriate courses that will assist them to function more adequately in managing and maintaining school media centers.

Procedures

The population, from which the sample selection was made, were school media specialists employed in both elementary and secondary divisions. A questionnaire for assessing the perceived educational needs of practicing SMSs was constructed and mailed to 495 SMSs within the geographical boundaries as defined above. The questionnaire (APPENDIX I) was constructed from course titles listed in 20 current editions of catalogs of professional media-education programs. All 20 of the programs selected for the study are currently accredited by the American Library Association (ALA). The ALA accredited schools were systematically selected from every second program listed in the Directory [1] of ALA accredited library-education schools. This selection was continued until 20 programs had been choosen.

The courses of each of the 20 selected school media programs were reviewed and each time a course title (item) or a similar course description was presented, a tally mark was indicated beside the item. All items receiving 6 or more tally marks were included in the study. Twenty-one items were selected for inclusion on the questionnaire.

The school districts contacted to assist in this study were

selected from the Directory of Public Elementary and Secondary Schools in Selected Districts[2]. The selection of sample school districts was stratified by regions within state and by population census data. The census ranges for site selection are delineated on TABLE I. Also, this Table lists data by the number of questionnaires mailed out and subsequently returned by responding SMSs.

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TABLE I APPROXIMATELY HERE
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As indicated, 495 questionnaires were mailed out to elementary and secondary division SMSs. The SMSs were asked to check those items which they believed to be appropriate for meeting their ongoing professional needs. There were no pre-established standards for acceptability; therefore, the type of subjective scoring by SMSs was not evaluated and interpreted by any criteria based on correctness, gradations of quality or "best" answers.

The SMSs were not requested to limit their choices to any minimum or maximum number of items nor prioritize the items according to any personal- or professional-oriented preferences. School media specialists were free of any forced number of choices and were not required to order or rank the items.

Two-hundred-and-twenty-six (226) of the original 495 SMSs surveyed returned questionnaires; however, only 197 were sufficiently completed and could be used in the study. Of these 197 useable questionnaires, 123 were completed by SMSs employed in the elementary division while the remaining 74 were from the secondary division.

The above responses were obtained through the construction of a frame or a complete listing of all school districts within the 5-state area. The frame was further delineated by states and by the 6 pre-established ranges of population for metropolitan areas as logistically defined on TABLE I. Through the use of a random-number table, a systematic random sample was assigned for each of the above ranges.

Range 1, every 2nd district

Range 2, every 3rd district

Range 3, every 4th district

Range 4, every 6th district

Range 5, every 8th district

Range 6, every 12th district

As a result of this stratified site selection procedure, 10 school executives, of major public school districts, were contacted from each of the 6 ranges (N = 60). The purposes of the survey were stated and permission was asked to conduct a survey with the elementary and secondary school media specialists employed within their respective districts. In addition to a request for permission to contact, a subsequent request was made for forwarding identifying information——names and addresses——on existing school media centers within the district.

Twenty-nine executives replied positively with the requested information, and within the established timeline. The following lists the responding districts by the number responding within a range:

Range 1.....4

Range 2.....3

Range 3.....5

Range 4.....7

Range 5.....6

Range 6.....4

N - 29

By way of the personnel lists, supplied by the 29 school district executives, every 5th school was mailed a questionnaire; addressed to the school's media specialist.

The data, received on the questionnaires, were collected and prepared for analysis by listing each of the 21 items ranked according to frequency of responses as indicated on TABLE II.

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TABLE II APPROXIMATELY HERE
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The raw scores were reorganized into a framework for more effective and precision analysis. Frequency distributions by school division and by states are presented on TABLES III and IV.

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TABLE III APPROXIMATELY HERE
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TABLE IV APPROXIMATELY HERE
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The aggregate scores (total responses for all course items) received from responding school media specialists employed in Alabama school districts were greater than from respondents from the other four states. The lesser number of scores were received from responding SMSs from Georgia.(Ns = 607 and 407 respectfully)

The range of variability for scores is 200. Also, TABLE IV ranks each state in terms of the number and percentage of total responses.

The highest possible score an item could receive is 197: that is, the total number of respondents scoring an item. The item directed toward audiovisual media received a point on each of the 197 questionnaires. Again, this was the highest. The lowest score is 37. The external range of scores is 160.

The 21 items were ranked according to the numerical data established by the frequency of responses. This was done in order to:

* determine the relative position of an item in a series of items
* indicate the position of each item
* provide a means for grouping items into a number of desired sections.

The following 13 items received scores in excess of 100 points:

ITEMS	SCORE
Audiovisual Media	197
Preparation of Instructional Materials	179
Materials for Children	171
Folklore and Storytelling	169
Administration of Media Programs	160
Basic Reference and Bibliography	153
Classification and Cataloging	143
Materials for Young Adults	136

Materials for Minority Cultures	130
Techniques of Curriculum Development	119
Radio and Television in Education	109
Media Research	107
Advanced Reference and Bibliography	102

In order to obtain further understandings on variabilities within the distribution of items, a range of quartiles was established. A range of 197-160, having an external range of 37 points, indicates the upper quartile (Q_3) and those items are:

Audiovisual Media

Preparation of Instructional Materials

Materials for Children

Folklore and Storytelling

Administration of Media Programs

The range of the lowest quartile (Q_1) indicates the following items ranged in scores from 89-37, or 53 points. Items located in this quartile are:

Information Science

Government Publications

Library Materials in the Humanities

Intellectual Freedom and Censorship

History of Books and Printing

Communication Theories

Educational Statistics

The range of the middle quartile (Q_2) denotes a variability

in scores of 62 points (153-91). These items are:

Classification and Cataloging

Materials for Young Adults

Materials for Minority Cultures

Techniques of Curriculum Development

Radio and Television in Education

Media (Educational) Research

Advanced Reference and Libliography

Instructional Systems

- - - - - - - - - - - - - - - - - - -
TABLE V APPROXIMATELY HERE
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Table V presents, by state, a per cent to total of responses for each course item. For instance, 197 responses were directed toward the audiovisual course item. This same item received 8% of the total of all scores. Table V also presents a summary of information on how SMSs, within a state, perceived the relative importance of each item in relation to all other items. For example, SMSs employed within the State of Florida gave more weight to course items as Audiovisual Media, Preparation of Instructional Materials and Literature for Children: the methods and technique courses. The least emphasis was placed on items that provide theoretical and historical constructs. (I.e., Communication Theories, History of Books and Printing and Intellectual Freedom and Censorship)

The findings of the study

An analysis of the data indicates there is little differences in the scores among secondary SMSs employed in the

larger metropolitan areas (ranges 1-3) as compared to the scores of SMSs serving smaller areas (ranges 4-6). A wider variation of scores is presented among elementary SMSs by ranges.

As the audiovisual media item received the highest score and displays the highest agreement among SMSs: it presents the least variability in its scores. A course directed toward information science indicated the least agreement with the greatest variability in its score.

The 6 items that present the least variability of scores by SMSs within all states are:

Audiovisual Media
Preparation of Instructional Materials
Literature and Related Materials for Children
Basic Reference Materials
Materials for Young Adults
Government Publications

The items that present the greatest variability of scores are:

Information Science
History of Books and Printing
Statistics
Intellectual Freedom
Instructional Systems
Library Materials in the Humanities

In order to determine if a relationship exists between the perceived curricular needs of SMSs and the respective state's requirements for school media certification, the raw scores

presented on TABLE II were used to rank items by highest scores, by state, and then compare these priority items to those listed under each of the state's certification requirements. The percentage of direct relationship follows:

Alabama 68%

Florida 73%

Georgia 85%

Mississippi 81%

Tennessee 76%

Arbitrary ranges were establishes for ranking items. The ranges were based on the number of points allocated each item by SMSs according to divisions (see TABLE III). The raw scores, by divisions and by items, were converted to percentages. The following lists percentage ranges and descriptions of ranges:

70% - 100% high to very high perceived need

40% - 69% average to fairly high perceived need

20% - 39% present need but perceived low

00 - 19% negligible or low fel need

The following categories compose a listing of ranges by divisions and by items:

ELEMENTARY DIVISION

70% - 100% range	Percentage score
Audiovisual Media	100%
Preparation of Instructional Materials	92%
Literature and Related Materials for Children	97%
Folklore and Storytelling	84%
Administration and Evaluation of Media Programs	80%

40% - 69% range

Literature and Related Materials for Minorities	67%
Classification and Cataloging	66%
Basic Reference Materials	64%
Techniques of Curriculum Development	61%
Literature and Related Materials for Young Adults	56%
Library Materials in the Humanities	50%
Radio and Television in Education	50%
Information Science	44%
Instructional Systems	40%

20% - 39% range

Intellectual Freedom and Censorship	39%
Media (Educational) Research	35%
Advanced Reference	31%
Government Publications	31%
History of Books and Printing	22%
Technology and Communication Theories	20%

00 - 19% range

Statistics	4%

SECONDARY DIVISION

70%— 100% range

Audiovisual Media	100%
Media (Educational) Research	93%
Literature and Related Materials for Young Adults	91%
Preparation of Instructional Materials	91%
Folklore and Storytelling	90%
Administration and Evaluation of Media Programs	90%
Advanced Reference Materials	88%
Basic Reference Materials	74%
Government Publications	70%
Literature and Related Materials for Children	70%

40% - 69% range

Literature and Related Materials for the Minorities	63%
Radio and Television in Education	63%
Information Science	61%
Techniques of Curriculum Development	60%
Instructional Systems	60%
History of Books and Printing	50%
Intellectual Freedom and Censorship	49%
Library Materials in the Humanities	45%
Technology and Communication Theories	43%
Statistics	43%

20% - 39% range

Classification and Cataloging 31%

00 - 19% range

none

Summary

Questionnaires containing 21 course titles (items) and descriptions were sent to 495 school media specialists (SMSs): 197 were returned that were satisfactorily completed and used in this study. The subjects, all inservice school media personnel, were employed in school systems within the southeastern United States.

Objective sampling techniques were used for selecting samples within the larger population. A stratified sampling procedure was used to select the school districts (sites) and the samples of population were obtained through a systematic sampling procedure by selecting every 5th element from the population to be studied.

Sixty sites were selected and contacted. Twenty-nine were used in the final analysis. The sites appeared to be representative of the geographical area and the target population.

As the questionnaires were received, the responses from the SMSs were divided into mutually exclusive subpopulations (by state, region within a state, census ranges, and elementary and secondary divisions).

After the data was collected and checked for completeness and accuracy, it was prepared for analysis. An analysis of the data

indicated:

* Twenty-one items were most frequently listed as major offerings by school media-education programs. A division of the 21 items, as scored by SMSs, placed 5 courses in the upper quartile and 8 each in the middle and lower quartiles. Thirteen of these 21 items received scores of 100 or above. The 5 items receiving the highest of scores were:

  Audiovisual Media

  Preparation of Instructional Materials

  Materials for Children

  Folklore and Storytelling

  Administration of Media Programs

  Item that received the lower scores were:

  Materials for the Humanities

  History of Books and Printing

  Intellectual Freedom and Censorship

  Communication Theories

  Statistics

* An analysis on the ranking of all items indicates a high agreement between the perceptions of elementary and secondary SMSs. The data further reveals that secondary division SMSs expressed, as more important, a larger number of courses than did those in the elementary division. In the "high to very high perceived need" range, elementary SMSs scored the same 5 items in the upper quartile. Within the secondary division, SMSs indicated a need for the same items and extended this range to include 4 additional: Media Research,

Materials for Young Adults, Advanced Reference and Bibliography and Government Publications.

* There is a closer agreement, between elementary and secondary division SMSs, on items considered more important. A lesser agreement on those items perceived as not as important.
* A relationship appears to exist between the perceptions of SMSs as to the importance of specific course items and certification requirements as outlined by the respective state departments of education.

In order that the data be brought into a more precise summation, a system for classifying the items is presented. The 5 major functioning categories, as described by Orderinde[3], seems to have significance for this study. Orderinde points to 5 major categories of functioning for SMSs. They are:

I, Selecting and evaluating resources

II. Managing resources

III. Designing and producing resources

IV. Organizing resources

V. Planning and implementing instruction

A division of the 21 items as classified under these 5 areas of functioning denotes the following clusters of items:

I. Selecting and evaluating resources

(N = 8 or 38% of all items)

Materials for Children

Materials for Young Adults

Materials for Minority Cultures

Materials for the Humanities

Intellectual Freedom and Censorship

Government Publications

Folklore and Storytelling

History of Books and Printing

II. Managing resources:

(N = 5 or 24% of all items)

Administration of Media Programs

Instructional Systems

Information Science

Media Research

Statistics

III. Designing and producing resources:

(N = 3 or 14% of all items)

Audiovisual Media

Preparation of Instructional Materials

Radio and Television in Education

IV. Organizing materials:

(N = 3 or 14% of all items)

Classification and Cataloging

Reference and Bibliography

Advanced Reference and Bibliography

V. Planning and implementing instruction:

(N = 2 or 10%* of all items)

Techniques of Curriculum Development

Communication Theories

* rounded off

Selecting and evaluating resources seems to be the area most graduate level courses are directed (38%). This category received 39% of the total responses from SMSs. Managing resources encompassed 24% of the graduate offerings and drew 19% of the total SMSs' responses. Both designing and producing resources and organizing materials shared the third position. Each received 14% of all course offerings. Design and production received 19% of the total responses while organizing materials had 16% of the SMSs' scores. The category, planning and implementing instruction represents 10% of curricular offerings and received 7% of the response ratings.

Organizing materials and planning and implementing instruction categories reveal a lower priority of course offerings as indicated in the Directory of ALA accredited school media program listings. Also, SMSs' responses disclosed a lower level of interest or need for these latter two categories.

Weaknesses of the study

The 1975 Almanac[4] reveals there are 7,995 elementary and secondary public schools in the defined 5-state area. The responding SMSs were employed in 197 of these schools. Although objective and stratified sampling techniques seemed to obtain responses from the representative segments of the population; the limited number of actual respondents could

lessen the precision for determining SMSs perceptions that a larger sample of the same population.

The titles and subsequent descriptions of courses listed on the questionnaires may not have presented the most complete information to all respondents so each responding SMS might fully understand the course items' intent and content. For instance, a school media specialists who had little formalized training or who had not been fully appraised of the importance of high speed technology, e.g., 2-way cable television, computerized retrieval systems, information networks, dial access, for processing and delivering information possibly would not understand the purposes, scope or raison d'être for such a course. This limitation could have applicability for many of the other course items that might not be as familiar to SMSs as the more traditional courses.

Although an effort was made to list the courses that are offered within the 20 selected graduate-level programs, there possibly could be other courses that the respondents would judge just as important or more appropriate than some of the 21 listed on the questionnaire. For instance, courses on graphic design, still and motion picture photography, computer utilization, and media for handicapped learners might have received scores indicating higher priorities than some of those items listed for this study.

Conclusions and recommendations

It would seem that a valid curriculum for a teacher-educator program in the area of school media should now be suggested. This was not one of the purposes of this study. Also, there will be no attempt to explain any underlying phenomena that could have influenced the scores of the responding SMSs. A review of external influences affecting the perceptions of SMSs indicates there are too many intervening variables that could make such an effort intermittent and capricious. However, within this section of the report, there is an attempt toward positing some constructs which might be considered in planning and developing future graduate level media-education curricula.

The design of the study did not require any judgments to be made, by responding SMSs as to what constitutes the "best" or "worst" of media curricula.

The data was organized, ranked, ordered, clustered and presented. The conclusions and recommendations posited here will only be extensions and expansions on the content of this study. Conclusions and recommendations will also reflect other trends and implications as expressed in the current literature and by other research efforts.[5,6]

It appears that secondary division SMSs perceived more course items necessary for their day to day professional involvement than did the elementary-oriented SMSs. Secondary SMSs indicated more courses in the "high to very high

perceived need" range while elementary SMSs presented a narrower selection. It appears that secondary division SMSs perceived a need to deliver a wider variety of media programs and activities than did those in the elementary division.

The data also points to a proposition that planners and developers responsible for implementing a series of professional staff development activities should organize their presentation around themes emphasizing selecting, managing producing, and evaluating media resources.

This suggests that teacher-educators, responsible for planning and developing graduate level programs, should maintain and strengthen these courses and encourage preservice and inservice students to enroll in them as priority electives. These scores of the SMSs seem to indicate that graduate level courses and staff development sessions designed around themes as management of resources, selection of materials, design and production of media, and evaluation of the center's programs and activities should and possibly would be most appropriate and respond to the more immediate needs of specialists involved with the ongoing operational functions of school media centers.

A suggestion, or rather a caution should be extended at this point: that is, a balance between theory and practice must be maintained. Skills and competencies developed around

the more pragmatic aspects of the school media specialization are necessary; but an exclusive emphasis on those things most commodious is indefensible.

The professional media specialists must be equipped to cope with new ideas, emerging trends, developing concepts, changing educational philosophies, and innovative instructional practices. The theoretical must not be denegrated by the substantive. The development of theoretical constructs directed toward the areas of media management and utilization are most important. These constructs are necessary for providing SMSs with the conceptual and ideological framework for adjusting and adapting their ongoing media programs and systems as societal issues and trends alter the educational environment.

It is, therfore, imperative that planners of teacher-educator programs link practice with theory and demonstrate how theory can be interwoven into the instructional milieu for providing more meaningful and effective media deliveries.

Course items like Intellectual Freedom, Information Science, and Communication Theories provide essential input for strengthening and broadening the professional performance qualities of the school media specialist. Presentations directed toward the media specialization should be so organized that theory will have applicability with practice. The presentational focus must not be on esoteric and abstract platitudes and constructs, exclusively, but on improving and possibly ameloriating some needs and problem situations confronting practicing school media specialists.

There also seems to be implications for a continuing effort toward reevaluating and analyzing the appropriateness of skills and competencies incorporated in the content of graduate level courses. Decision-makers, responsible for planning and directing professional education programs must continue to examine their curricular offerings. There is an implication that courses directed toward specific divisions---elementary or secondary---might require further study and analysis. For instance, it appears that secondary division SMSs perceived a high need for a Media for Children course: a course not often required of potential SMSs seeking certification for the secondary division.

Although data gathered in this study indicates that SMSs in both divisions perceived Audiovisual Media, Preparation of Instructional Materials, Literature and Related Materials for Children, Folklore and Storytelling, and Administration and Evaluation of Media Programs course items as "high to very high..."; it was also indicated that secondary SMSs indicated an additional 5 courses as essential in order to meet the specific learning characteristics and instructional demands of their high school constituents.

Increased emphasis on the individualization of instruction conveys a need for expanded services directed toward media design and production. The three courses primarily dealing with the design and production of media point out a need for SMSs to develop skills and techniques for the design and subsequent construction of instructional materials.

Practicing school media specialists indicated a need to broaden their competencies and awarenesses for assisting teachers, other instructional personnel, and learners to design and construct meaningful materials.

The courses perceived as more important, by SMSs and by states, seem to correspond with the prescribed certification requirements listed by each of the respective state departments of education, divisions of certification. A relationship seems to exist between how SMSs perceive curricular needs and the state agency's requirements for certification. This relationship has many implications. Following are a suggested few:

* The identified skills and competencies needed to manage ongoing school media programs and activities have been identified by both state officials and practicing SMSs.
* Certification requirements resulted from articulated efforts of both practicing SMSs and state's department officials.
* School media specialists are influenced in their judgments by the certification requirements of their respective states.

The implications, as noted above, are only hypothetical. It is suggested that a more definitive study be conducted on how a state's certification requirements might have a significant impact that might subsequently affect the perceptions of practicing school media specialists.

Further research and investigations in this area might reveal more substantial and validated conclusions.

There seems to be a closer relation between the curricula offerings of graduate level media programs and the perceived instructional needs of SMSs. With one exception---the managing media resources category---the number of course items offered within each of the 5 functional area categories significantly ranks with the perceived curricula needs of SMSs. It is suggested that graduate-level media programs encourage preservice and inservice participants to opt toward an additional course or two in the area of media design and production. Courses that would seem to hold some interest for SMSs might include:

* Advanced Materials and Production
* Graphic Design
* Still and Motion Picture Photography

As a final note, decision makers and planners of media-education programs must take a closer look at their curricular offerings to ascertain that they remain responsive to the changing needs and requirements of the school media specialization. An analysis of the data ranks the category planning and implementing instruction in the last ... position. This has serious connotations. The SMS can no longer remain an acquisitioner....a locator....a circulator of information. The contemporary role of the SMS requires expanded performances. This specialists must also be a

planner, an implementor, and an evaluator of instructional resources and activities that support all levels of instruction.

No longer must SMSs be allowed to be so limited in training that they would shut the door of professional involvement and exclude the outside world. The role of the SMS is quite different from the experiences and functions of many traditional school library and audiovisual functions of the past. The media specialist is a designer and producer of materials: a developer and validator of media. This specialist is responsible for the organization and retrieval of resources: a receiver, decoder and transmitter of information.

In a dynamic and proactive educational situation, the media specialist is the coordinator of an instructional team effort; orchestrating a cooperative team approach toward the solving of instructional problems. School media specialists must understand the process for educational change and implement it, where and when necessary. This is the holistic nature of the school media specialist.

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APPENDIX I

QUESTIONNAIRE ON EDUCATIONAL NEEDS OF SCHOOL LIBRARIANS

☐ AUDIO VISUAL MEDIA. Production in visual and audio resource design. Technique in the utilization of verbal and nonverbal media.

☐ BASIC REFERENCE MATERIALS AND BIBLIOGRAPHY. Emphasizes selecting, evaluating, utilizing; applying principles, skills and services related to media centers.

☐ CLASSIFICATION AND CATALOGING. Basic skills for indexing, analyzing, organizing, synthesizing, storing and disseminating library materials.

☐ LITERATURE AND RELATED MATERIALS FOR CHILDREN. Evaluating, assessing, utilizing materials to meet the needs of children.

☐ LITERATURE AND RELATED MATERIALS FOR YOUNG ADULTS. Evaluating, assessing, utilizing materials to meet the needs of young adults.

☐ ADVANCED REFERENCE MATERIALS AND BIBLIOGRAPHY. Selecting, evaluating, utilizing skills and services related to reference sources.

☐ TECHNOLOGY AND COMMUNICATION THEORIES. Principles and theories for increasing man's communication systems.

☐ INFORMATION SCIENCES AND AUTOMATION. Processing, recording, classifying, storing, retrieving of information.

☐ INSTRUCTIONAL SYSTEM AND DESIGN. Plans, organizes, allocates, and utilizes instructional resources.

☐ MEDIA RESEARCH. The role of research in media; selecting, scheduling, evaluating, gathering and analyzing data; application and utilization.

☐ ADMINISTRATION AND EVALUATION OF MEDIA PROGRAMS. Administering and maintaining programs and services for young people in elementary and secondary schools.

☐ LITERATURE AND RELATED MATERIALS OF MINORITY CULTURES. An intensive review of minority cultures in the USA (Indian, Black, Oriental, Latin, etc.)

☐ RADIO AND TELEVISION IN EDUCATION. Gives a broad view of the field of broadcasting. Utilization and evaluation of instructional television and radio.

☐ PREPARATION OF INSTRUCTIONAL MATERIALS. Multi-media resource design integrating varied visual and audio production toward instructional objectives.

☐ EDUCATIONAL STATISTICS. The meaning and importance of statistics as a scientific tool in educational investigation and interpretation.

☐ TECHNIQUES OF CURRICULUM DEVELOPMENT. Principles of selection, organization and presentation of learning and role of teacher-pupil planning.

☐ INTELLECTUAL FREEDOM AND CENSORSHIP. Concept of intellectual freedom and the restraints which societies have imposed on this freedom.

☐ FOLKLORE AND STORYTELLING. An analysis and evaluation of Folk Literature and Epic Tales of various peoples as a revelation of their cultures.

☐ GOVERNMENT PUBLICATIONS. Survey of the publishing activities and publications of national, state, and local government.

☐ LIBRARY MATERIALS IN THE HUMANITIES. Library resources in the humanities including major works, serial publications and reference and bibliography.

☐ HISTORY OF BOOKS AND PRINTING. Origin, history, and techniques of graphic communication from antiquity to present.

I am employed within an elementary ☐ or secondary ☐ program.

Thank you for your time and interest. Please place this form in the self-addressed stamped envelope and return at your very earliest convenience.

TABLE I

Number of Questionnaires Mailed and Returned by SMSs by Metropolitan Areas

Ranges of population by metropolitan area ranges	Number of questionnaires mailed	Number of competed questionnaires returned and usable	Per cent to total of questionnaires returned
(1) + 200,000	83	49	60%
(2) 199,999 - 100,000	69	24	36%
(3) 99,999 - 75,000	93	37	41%
(4) 74,999 - 50,000	96	39	40%
(5) 49,999 - 25,000	89	25	32%
(6) 24,999 - 1,000	65	23	Total (%) returned 39%
	N = 495	N = 197	40%

TABLE II

TOTAL NUMBER OF RESPONSES --- RAW SCORES BY STATE

COURSE TITLE	FLORIDA	GEORGIA	TENNESSEE	MISSISSIPPI	ALABAMA	TOTAL
1.) Audio-Visual Media	39	40	36	40	42	197
2.) Preparation of Instructional Materials	36	38	27	39	39	179
3.) Literature and Related Materials for Children	32	40	33	29	37	171
4.) Folklore and Storytelling	28	38	34	27	42	169
5.) Administration and Evaluation of Media Programs	33	18	31	36	42	160
6.) Basic Reference Materials and Bibliography	31	27	26	35	34	153
7.) Classification and Cataloguing	29	16	27	38	33	143
8.) Literature and Related Materials for Young Adults	29	26	24	26	31	136
9.) Literature and Related Materials for Minority Cultures	30	15	22	28	35	130
10.) Techniques of Curriculum Development	33	9	20	28	29	119
11.) Radio and Television in Education	24	15	20	26	24	109
12.) Media Research	21	16	20	27	23	107
13.) Advanced Reference Materials and Bibliography	14	30	13	17	28	102
14.) Instructional Systems and Design	15	6	20	26	24	91
15.) Information Science	19	6	16	23	25	89
16.) Government Publications	15	16	17	20	21	89
17.) Library Materials in the Humanities	21	2	12	16	38	89
18.) Intellectual Freedom and Censorship	20	2	18	18	18	76
19.) History of Books and Printing	17	1	14	14	20	66
20.) Technology and Communication Theories	9	13	5	16	13	56
21.) Educational Statistics	6	12	2	6	11	37
TOTAL	497	407	428	539	607	2478

TABLE III

TOTAL RESPONDENTS BY STATE AND BY DIVISION

COURSE TITLE	FLORIDA		GEORGIA		TENNESSEE		MISSISSIPPI		ALABAMA		Total number of response per title
	ele.	second	ele.	second	ele.	second	ele.	second	ele.	second	
	no. res.	no. res.	no. res.	no. res.	no. res.	no. res.	no. res.	no. res.	no. res.	no. res.	
1) Audiovisual Media	25	14	22	18	26	10	30	10	20	22	197
2) Preparation of Instructional Material	23	13	22	16	19	8	30	9	18	21	179
3) Literature for Children	24	8	22	18	26	7	21	8	26	11	171
4) Folklore and Story-telling	18	10	20	18	26	8	19	8	20	22	169
5) Administration of Media Programs	20	13	9	9	21	10	26	10	20	22	160
6) Basic Reference	19	12	21	6	16	10	27	8	15	19	153
7) Basic Cataloging	17	12	9	7	18	9	30	8	20	13	143
8) Literature for Young Adults	15	14	12	14	15	9	16	10	11	19	136
9) Literature for Minority Cultures	22	8	10	5	14	8	20	8	17	18	130
10) Curriculum Development	21	12	5	4	14	6	20	8	15	14	119
11) Radio and Television in Education	14	10	9	6	12	8	13	13	14	10	109
12) Media (Educational) Research	6	15	6	10	10	10	10	17	6	17	107
13) Advanced Reference	3	11	14	16	6	7	7	10	7	21	102
14) Instructional Systems	9	6	3	3	13	7	18	8	6	18	91
15) Information Science	9	10	2	4	9	7	14	9	10	15	89
16) Government Publications	8	7	9	7	11	6	10	10	10	11	89
17) Library Materials in the Humanities	10	11	0	2	7	5	12	4	27	11	89
18) Intellectual Freedom and Censorship	12	8	0	2	9	9	10	8	9	9	76
19 History of Books and Printing	8	9	0	1	9	5	6	8	5	15	66
20) Communication Theories	2	7	5	8	3	2	8	8	6	7	56
21) Educational Statistics	1	5	2	10	0	2	1	5	1	10	37

Total Number of Responses for all States ---------- 2,478

TABLE IV
TOTAL RESPONSES BY STATE, RANK, AND PERCENT

STATES	RANK	TOTAL RESPONSES FOR ALL COURSE ITEMS	PERCENT TO TOTAL RESPONSES
ALABAMA	1	607	24.50
MISSISSIPPI	2	539	21.75
FLORIDA	3	497	20.06
TENNESSEE	4	428	17.27
GEORGIA	5	407	16.42
TOTAL		2478	100.00

TABLE V

COURSE TITLE	Rank	Total number of responses	Per cent of response of item by state	Per Cent to total of responses per item per state					Total percent responses received per item
				Florida (N=39)	Georgia (N=40)	Tennessee (N=36)	Mississippi (N=40)	Alabama (N=42)	
				100%	100%	100%	100%	100%	100%
Audiovisual Media	1	197	8%	92	95	75	98	93	91
Preparation of Instructional Materials	2	179	7	83	100	92	73	88	87
Literature for Children	3	171	7	72	95	94	68	100	86
Folklore and Storytelling	4	169	7	85	5	86	90	100	81
Administration of Media Programs	5	160	6	79	68	72	88	81	78
Basic Reference	6	153	6	74	40	75	95	79	78
Classification and Cataloging	7	143	6	74	65	67	65	71	69
Literature for Young Adults	8	136	6	77	38	61	70	83	66
Literature for Minority Cultures	9	130	5	85	23	56	70	69	60
Curriculum Development	10	119	5	62	38	56	65	57	55
Radio and Television in Education	11	109	4	54	40	56	68	55	52
Media (Educational) Research	12	107	4	36	75	36	63	67	52
Advanced Reference	13	102	4	38	17	56	65	57	55
Instructional Systems	14	91	4	49	15	44	58	60	55
Information Science	15	89	4	38	40	47	50	48	55
Government Publications	16	89	4	54	5	33	40	90	55
Materials in the Humanities	16	89	4	51	5	50	45	43	39
Intellectual Freedom and Censorship	18	76	3	44	3	39	35	48	34
History of Books and Printing	19	66	3	23	33	14	40	48	28
Communication Theories	20	56	2	15	30	6	15	26	19
Educational Statistics	21	37	1						
		2,478	100%						